

THE GEORGE WASHINGTON UNIVERSITY
Washington, D. C.

MINUTES OF A REGULAR MEETING
OF THE FACULTY SENATE HELD ON
OCTOBER 13, 1989, IN LISNER HALL
ROOM 603

The meeting was called to order by President Trachtenberg at 2:15 p.m.

Present: President Trachtenberg, Vice President French, Registrar Gaglione, Parliamentarian Schechter, Burdetsky, Deering, Divita, East, Fisher, Fox, Friedenthal, Garriis, Graff, Griffith, Holmes, Keimowitz, Kenny, Kirsch, Leonard, Liebowitz, Moore, Painter, Park, Prats, Robbins, Robinson, Schiff, Seavey, Tolchin, Trangsrud, and Vontress

Absent: Berkovich, Elgart, Parrish, Rycroft, Solomon, Walker, and Yezer

President Trachtenberg then introduced two new members of the Senate: Associate Professor Elizabeth A. Fisher (CCAS) and Professor Dennis H. Holmes (SEHD).

APPROVAL OF THE MINUTES

The minutes of the regular meeting of September 15, 1989, were approved as distributed.

RESOLUTIONS

I. RESOLUTION 89/2, "A RESOLUTION TO ESTABLISH AN INCENTIVE PROGRAM FOR VOLUNTARY EARLY FACULTY RETIREMENT" WITH ACCOMPANYING MODEL PLAN

On behalf of the Committee on Appointment, Salary and Promotion Policies, Professor Kirsch, Chair, moved the adoption of Resolution 89/2, "A Resolution to Establish an Incentive Program for Voluntary Early Retirement," and the motion was seconded. Professor Kirsch then spoke to the resolution. In 1986 the Senate appointed a Special Committee on Mandatory Retirement to consider what effect elimination of mandatory retirement at age 70 for tenured faculty would have on the system of continuous tenure appointments. He said the 70-year cap imposed by Congress in 1986 was likely to be removed in the next few years. The Special Committee looked into the problems that might arise with a view to preparing the University for that eventuality. The Special Committee, which became a subcommittee of the ASPP Committee, took up the question of how to provide early retirement for those

faculty who wished to retire, but felt financially they could not. After reviewing various early retirement plans from a number of institutions, the Committee used a plan from Brandeis University as its basic model, modifying it to reflect the requirements of GW. Professor Kirsch said that the model plan developed by the Committee was a voluntary retirement plan that would be approximately revenue-neutral in that it would not take away resources from the University in order to support it.

Professor Kirsch then distributed data which reflected the ages at which faculty retired in the past two years indicating a trend in retirement much later than 65; other data indicated the numbers of faculty reaching ages 55 through 70 during 1989. Professor Kirsch reiterated that the whole program was a voluntary approach. While some faculty may wish to stay, others may wish to retire early, and this plan would help them to do so.

Professor Fox voiced his concern about the consequences to the spouse and family of an early retiree who died before attaining the age when retirement benefits cease. He referred to Page 2 of the plan in the second paragraph under How Payments are Calculated which states: "In the event of death, payments shall continue for that month in which the retiree's death occurs and one additional month." Since faculty would include the plan, if adopted, as part of their financial planning for retirement, Professor Fox said that he thought in the event of death, the payments should continue for whatever number of years the early retirement benefits were planned for, but perhaps at a reduced level of two-third's. Professor Fox said that he was prepared to present an amendment to this section of the plan.

Professor Griffith questioned whether an amendment to the plan was in order. President Trachtenberg said that he was not sure that this was the right forum in which fine points ought to be ironed out. He explained that he thought Professor Kirsch's plan was an interesting idea and that he had sent it to Vice President Diehl with a request that he have some professional insurance people review it. Inasmuch as Professor Kirsch wished to make sure that this plan was price-neutral so that it didn't have a negative impact on the cash environment of the institution which would take away from those who did not have the good fortune to retire early, President Trachtenberg said that maybe two-third's would work or maybe two-third's wouldn't. Therefore, he suggested that the Senate might wish to pass the resolution, sending it officially to the administration with a request that the administration go through the text of the plan and respond to the Senate. Professor Kirsch replied that the President's remarks were in keeping with the resolution itself, which, if passed, would be sent with the accompanying model plan to the President for any necessary fine tuning. Professor Fox indicated that he had no problem with not making amendments, but he did want to bring out a few points that

perhaps the administration might wish to study.

Professor Park then moved to amend the second RESOLVING paragraph to read, as follows: "(2) That the model plan attached, having been developed by the Appointment, Salary and Promotion Policies Committee over a two-year period in consultation with top University administrators, is now recommended to the President for consideration and response." The motion was seconded. The question was called, and the Park amendment was adopted unanimously.

Professor Fox then called attention to Page 2 of the plan in the first paragraph under How Payments are Calculated, which states: "A faculty member who elects early retirement will receive for a specified period a percentage . . . of his/her 'pre-retirement salary' plus an annual percentage adjustment that will be calculated on the basis of the average percentage salary increase for faculty members, or the annual cost-of-living, whichever is less." Professor Fox said that he did not think that people who have retired were entitled to the same average salary increase as people who were still working. In addition, he preferred that a flat number, such as 3%, be used to calculate salary increases instead of worrying about which cost-of-living percentage should be used. However, he said, he thought that the salary increase should not be less than one-third of the average salary increase, nor more than the average salary increase.

Professor Kirsch responded that the Committee took an unscientific, random sample of those faculty who were interested in retiring. Two things were of primary concern--one concern was health benefits, and the other was the possibility of inflation. He said that, therefore, he was opposed to using a fixed percentage rate for salary increases. The Committee thought that if the University were in the situation where it could give very large faculty salary increases to those people who were still working, those who were retired need not share in it to the same extent, but they should at least share in the cost-of-living raise. If, however, the University were in such bad shape that it couldn't give raises that were even equal to the cost-of-living, then at least the retired people should get the same percent as those who were still working. Professor Kirsch said that he personally did not like the idea of a fixed percentage to be decided now because it was too restrictive.

Professor Schiff raised a question about the percentage of base salary a retired faculty member would receive each year over a specified period. For example, if a person retired at age 62, would that person receive 45% of his/her base salary for the next 5 years, or would that percentage be reduced each year down to 30% for the last year at age 67? Professor Kirsch replied that the plan, as written, proposed that the retired faculty member receive

45% of base salary for five years. The option of reducing this percentage each year was not specifically taken up by the Committee, but it was an option the administration might want to consider.

Professor Schiff asked about major medical insurance under the plan, and Professor Kirsch replied that the early retiree would have the same benefits as the ordinary retiree has under the current policy. Professor Fox commented that he thought that major medical coverage drops from a million dollars to one hundred thousand dollars. Professor Schiff said he thought that if there was no major medical coverage provided, then he did not believe any faculty member could seriously take advantage of the early retirement plan. Vice President Diehl said that the answer to Professor Schiff's question about major medical coverage was distributed several weeks ago in a twelve-page document which reflects that major medical insurance does drop.

Professor Park, referring to Professor Fox's concern about the probable faculty reliance on any plan affecting their retirement planning, asked the President if he would seek the advice of University counsel on three aspects of the proposed plan: (1) How does it affect existing faculty employment contracts? (2) How would it affect contractual rights for new hires? (3) Under what circumstances might it be changed in the future? The President responded that he would indeed do that.

Professor Tolchin thought that perhaps many people might be encouraged to retire early if they felt that the quality of their professional life would continue so that they would not lose their professional standing and linkages to the University. She suggested including in the plan some sort of guarantee that the professional standing of retirees would be continued. Professor Kirsch replied that that was a very interesting idea but he thought that it should be taken up in a separate resolution which could be discussed by the Committee.

Professor Fisher asked if it were true that there would need be no reductions in faculty positions if the plan is revenue-neutral, and Professor Kirsch replied in the affirmative. Using 1987 data, he said that with the exception of three departments and possibly the Law School, it was assumed that, if a senior faculty member retired, enough savings would accrue that the slot could be filled with a junior faculty appointment. He pointed out, however, that a department was not automatically entitled to replace someone. The question of replacement or non-replacement of any faculty position made vacant by the election of early retirement would be determined by the dean and Vice President for Academic Affairs. The plan, Professor Kirsch said, merely allowed faculty a little more freedom to chose retirement earlier than they might otherwise do.

Professor Painter asked why the Committee included a 15-year minimum service requirement to the University before a faculty member would be eligible for early retirement. Professor Kirsch explained that the Committee viewed the early retirement plan as an extraordinary benefit that faculty members should earn by years of service at this institution. He pointed out that the minimum service requirement was found in almost every one of the plans of other universities; none were lower and some were higher.

Professor Garriss expressed his concern that the requirement for a revenue-neutral plan put a severe constraint on hiring replacements since it assumed that newly-hired faculty members were going to be junior faculty. He said that that assumption might not be consistent with the objectives of certain departments which may want to expand their research activities. For example, if a department wanted to do that, it usually tries to hire somebody in their 30's or 40's who still has many good years left, but who has a proven track record in research. Therefore, a person at the associate professor level with a proven track record would not be making that much less than a full professor nearing retirement. Professor Kirsch replied that if there was a specific need in a given department for somebody who has a proven track record and who could bring part of his salary with him/her, as is the case with sponsored research, then he would assume that the appropriate dean and Academic Vice President could make an exception. But the general plan was that most of the appointments would be made at the junior level. Professor Fox said that he supported the concept of a revenue-neutral plan, but in the School of Engineering, he explained that most of the good people that were brought in as assistant professors made more than two-thirds of the average full professor's salary. Professor Kirsch said that he found only three departments where 60% of the top two salaries could not buy a beginning assistant professor, excluding the Law School.

The President asked if the plan excluded the Law and Medical Schools, and Professor Kirsch replied that it did not. But since the Law School did not have assistant professors, this was something that would have to be worked out. The President noted that Brandeis University did not have professional schools. Under this proposed plan, he said, faculty could retire early, take full-time positions elsewhere, as long as they did not work full-time at another college or university, and he thought that that would be unfair to the English or History professor as opposed to the Law professor who could go into private practice.

Professor Trangsrud asked if there was anything presently that would prevent a faculty member who wished to retire early, with the consent of the dean and the President, to enter into this kind of arrangement described here on a simple contractual basis, as opposed to any sort of model plan or policy. President

Trachtenberg replied that to the best of his knowledge he knew of nothing that would prevent that kind of arrangement. Professor Trangsrud said if that was true, then an individual professor who wished to retire early could enter into an appropriate arrangement, given his/her own personal financial needs and given the financial situation of the department or school, but only with the consent of the professor, the dean, and the President. Professor Trangsrud said that it seemed to him that early retirement should be consensual as opposed to an entitlement, which the proposed plan would give to a group of, as yet unidentified, professors. Professor Kirsch responded that he thought very strongly that indentured servitude was not what GW wanted to have here, and that if a person really wanted to retire early, that person should be able to do so.

Professor Griffith said that he thought Professor Trangsrud raised two important questions. First, the question of whether or not the availability of early retirement should be at the option of the faculty member or whether it should be consensual. Second, the question of whether or not early retirement should be something that an individual faculty member works out with the administration raises a different point. If such a consensual arrangement were available, Professor Griffith said it seemed to him that it ought to be published so that everyone would know that this was one possibility that a faculty member would have. He said that typically some people would be very aggressive in searching out what kinds of private contractual arrangements might be made, while other people would have no idea that such supplemental plans were available. Professor Griffith said that the Committee's argument for making early retirement the option of the individual was not negligible because if someone really wanted to retire, there wasn't much to be gained by refusing to allow it. However, if it is decided that the plan be one of consent, he hoped that the administration would not refrain from publishing it as an available option because he thought that aspect of it was quite important.

The question was called, and Resolution 89/2, as amended, was adopted. (Resolution 89/2, as amended, is attached.)

II. RESOLUTION 89/3, "A RESOLUTION TO ESTABLISH A SPECIAL COMMITTEE ON NORTHERN VIRGINIA CAMPUS PLANNING," WITH ACCOMPANYING REPORT

On behalf of the Executive Committee, Professor Griffith, Chair, moved the adoption of Resolution 89/3, A Resolution to Establish a Special Committee on Northern Virginia Planning," and the motion was seconded. Professor Griffith said that the Executive Committee was briefed on the status of the planning of the Northern Virginia Campus early in the summer, and the strategic plan, which was forwarded with the resolution, was sent to the Executive Committee at the end of August. He said that it was

important to note that in the memorandum forwarding the plan, Vice President French had noted that it was a working document which had essentially been accepted by the administration, and planning towards the realization of the idea of the Northern Virginia Campus was moving forward. Therefore, Professor Griffith explained, that the Executive Committee was moving promptly to establish a special committee to consider this report in order to develop a coordinated response to it. He noted there were a lot of diverse issues that clearly would have serious implications for the ongoing educational process at the University. For example, the way in which teaching responsibilities were being organized and the various kinds of courses being offered would be covered by faculty, in most cases, by overload assignments which would put considerable strain on faculty here. Similarly, in the budget planning portion of the Report, it was clear that this plan was not revenue-neutral and, as indicated in the charts, there was a projected deficit in terms of the revenues that were projected as opposed to the costs. Also, there was a question of the allocation of space there and the impact on the space issue here on campus. Professor Griffith said that if the resolution is approved, the Executive Committee intended to ask Professor Rycroft, who serves on the Executive Committee and also was a member of the Task Force on Northern Virginia, to serve as Chair of the Special Committee to coordinate its work. The Special Committee would be asked to report to the Senate at its February 9, 1990, meeting with any recommendations it might have with regard to this report.

Professor Fox said that he thought the February reporting date was three months too late as everything seemed almost to be "set in stone." He thought that one way of having the process move more quickly was to ask that the deans of the schools that were involved to be ex officio members of the Special Committee. Professor Tolchin asked if the Task Force on Northern Virginia was still operational, and Vice President French replied that the Task Force has not been called upon to reconvene since the consultant's report was submitted. He said that he welcomed the appointment of the Senate's Special Committee and would suggest that Dr. G. Edgar Jones, Special Assistant to the Vice President for Academic Affairs, who had been receiving the reports and serving as the mediator/convener of the groups discussing the findings, make available to the Special Committee the submissions that were coming in from the schools.

Professor Divita pointed out that the second WHEREAS clause states: "Vice President French informs us that this plan has been accepted by the administration as a working document which will now be implemented by the deans. . . ." He said that he read this document as a "report" not a "plan." Vice President French agreed that this was not a "plan," but rather a "working document," not to be implemented by the deans, but to be implemented in consultation with the deans. Professor Divita then said there were

a number of elements in this report which caused him some concern. On Page 21, under Section VI. "Critical Success Factors" the first item referred to "strong support by the business community." Professor Divita said that he had received no evidence that would suggest there was such strong support by the business community, and that he had the sense that the University was going forward without knowing where it was going, at least, on the strength of information provided in this document. Another issue that caused him concern was that the report presumed that one of the big cash-flow elements was going to be an Executive MBA Program. His sense was that Executive MBA's have peaked and that, indeed, some of the schools using Executive MBA's as a vehicle to generate revenue tended not to be the leading schools, and he thought that it was important not to make such a commitment without first sensing the market. Another item spoke to "an organizational structure that will promote entrepreneurial spirit, autonomy and a linkage to the downtown campus." This can't happen, Professor Divita said, unless the University provides some incentives because there were certain departments that generated the revenue that kept everybody else going, but they didn't get anything back. The last point Professor Divita addressed was that the University was principally a graduate school and an undergraduate school, and that when programs were being planned for the private sector, it wasn't enough that one be an outstanding teacher, even at the graduate level. For a person to be able to teach executives, that person must be able to talk the language of executives, which was quite different from teaching MBA's, and, therefore, it might be necessary to hire new faculty in that regard. He said that the notion that the University has all the resources to do the job should not be taken lightly, as it may find that its resources will simply not be adequate.

Vice President French said that he thought Professor Divita's remarks reinforced the importance of the establishment of the Special Committee proposed by the resolution. He also stressed that the University was not committed to the report in its detail even though it was very useful.

Professor Divita said that he would still prefer that the word "report" be substituted for the word "plan" in the second WHEREAS clause so that the Senate would not be locked into the notion of accepting a plan which it really was not. Professor Griffith, on behalf of the Executive Committee, agreed to accept the substitution of the word "report" for the word "plan" in the first sentence of the second WHEREAS clause as a friendly amendment.

Professor Fox then moved that the third sentence of the second WHEREAS clause be changed to read: "which will now be implemented in consultation with the deans" instead of "implemented by the deans." Professor Griffith accepted the amendment on behalf of the Executive Committee.

A discussion followed by Professors Tolchin, Griffith, Vice President French, and Dr. Jones.

Professor Tolchin pointed out that the membership of the proposed Special Committee excluded a group that represented the faculties that seemed to be most directly affected by the Northern Virginia Campus, i.e., the School of Education and Human Development, the School of Engineering and Applied Science, and the School of Government and Business Administration. She, therefore, recommended that representatives of these schools be included in the membership of the Special Committee. Discussion followed by Professors Griffith, Fox, and Deering.

Professor Tolchin then moved that one faculty representative each from the School of Education and Human Development, the School of Engineering and Applied Science, and the School of Government and Business Administration be selected by the deans of those schools to be included in the membership of the Special Committee. The motion was seconded. The question was called, and the Tolchin amendment was adopted.

The question was called on the main motion, and Resolution 89/3, as amended, was adopted. (Resolution 89/3 is attached.)

INTRODUCTION OF RESOLUTIONS

No resolutions were introduced.

GENERAL BUSINESS

I. REPORT OF THE EXECUTIVE COMMITTEE

On behalf of the Executive Committee, Professor Griffith reported on the following items:

(1) A Notice of Appeal has been received in the McGowan grievance case and the Dispute Resolution Committee has established a schedule for receipt of briefs and will schedule a hearing date.

(2) At the invitation of the Vice President for Academic Affairs, the Executive Committee nominated two faculty members to participate in a working party to establish a Teaching Center. The Executive Committee nominated on behalf of the Senate Professor Donald C. Linkowski (SEHD) and Professor Shahram Sarkani (SEAS) to serve on that committee.

(3) The Office of the Vice President for Student and Academic Support Services recently sent copies of the Report of the Budget Advisory Team to Senate members. This Report will be referred by the Executive Committee to the Committee on Fiscal Planning and

Budgeting for its recommendations to the Senate.

(4) Professor Griffith reminded the Senate of its co-sponsorship of the Parents' Day Reception on October 28th at 4:00 p.m. An invitation to faculty to participate in this event was sent out by the Office of Assistant Vice President for Student Affairs, and he urged all Senate members to attend the reception if possible.

(5) The next meeting of the Executive Committee to set the agenda for the November 10th Senate meeting will be held on October 27th and those committees which have items for the agenda should submit them to the Executive Committee prior to that date.

BRIEF STATEMENTS

The President called upon Mr. John David Morris, President of the Student Association. Mr. Morris said that he wished to make a brief comment about the recent letter sent to faculty from the President about inviting students for Thanksgiving dinner. He said that on an urban campus, such as GW, the students have to fight the "monster of urban unfriendliness" and he thought this effort by President Trachtenberg was a phenomenal initiative to do just that. As both a student and spokesman for the students, Mr. Morris said that he thought being invited to the faculty's home would be a benefit not only to the students, but to the faculty as well.


President Trachtenberg said that "operation turkey" was obviously not meant to bribe anybody but was meant to be symbolic as well as having an empirical result. He said that he hoped that it would work but he didn't have any inflated illusions about what it was likely to do, and for those faculty who invite students for Thanksgiving dinner, he hoped they would enjoy it.

Professor Divita commented that he had recently received a copy of the new promotional brochure and, from a marketing standpoint, he was very excited about this new thrust.

The President noted that, as a kind of marketplace test of the new materials, inquiries about the University subsequent to this mailing were up 20% over where they were at this point last year.

ADJOURNMENT

Upon motion made and seconded, President Trachtenberg adjourned the meeting at 3:38 p.m.



J. Matthew Gaglione
Registrar

A RESOLUTION TO ESTABLISH AN INCENTIVE PROGRAM
FOR VOLUNTARY EARLY FACULTY RETIREMENT (89/2)

WHEREAS, there have been numerous requests from the faculty for a program to facilitate early retirement; and

WHEREAS, the administration has noted the skewed distribution of faculty ranks towards full professor; and

WHEREAS, there is a substantial likelihood of the removal of the requirement for faculty to retire at age 70; and

WHEREAS, the University recognizes the value of providing for junior faculty appointments; NOW, THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY:

- (1) That the University provide a plan creating incentives for voluntary early retirement for faculty, including supplemental retirement income and continuing health and related benefits; this plan should be developed to be approximately revenue neutral; and
- (2) That the model plan attached, having been developed by the Appointment, Salary and Promotion Policies Committee over a two-year period in consultation with top University administrators, is ^{now} recommended ~~for approval~~ to the President for consideration and response.

Committee on Appointment, Salary
and Promotion Policies (including Fringe Benefits)
September 22, 1989

Adopted, as amended, October 13, 1989

A RESOLUTION TO ESTABLISH A SPECIAL COMMITTEE
ON NORTHERN VIRGINIA PLANNING (89/3)

WHEREAS, The "Report on Strategic Planning for the Northern Virginia Campus" was forwarded to the Faculty Senate Executive Committee on August 16, 1989, by Vice President French for its information; and

WHEREAS, Vice President French informs us that this plan report has been accepted by the administration as a working document which will now be implemented by in consultation with the deans; and

WHEREAS, the broad-gauged plan proposed therein has important implications for the University's future development, which cut across the areas of responsibilities of several of the Senate's standing committees, making difficult its referral to any one committee to assist in formulating the Senate's response to this plan; NOW, THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY:

- (1) That a Special Committee of the Faculty Senate be and hereby is established to consider the Report named above, to inquire into subsequent developments or projected changes, and to provide to the Senate an initial report and any recommendations as to resolutions by its February 9, 1990, meeting; and
- (2) That the chair and membership of this Committee shall be designated as follows: (i) the chairs of the Senate standing committees on Educational and Admissions Policy, Fiscal Planning and Budgeting, Physical Facilities, and Research, together with such additional members of the faculty as those chairs may collectively invite to join their deliberations, plus one faculty representative each from the School of Education and Human Development, the School of Engineering and Applied Science, and the School of Government and Business Administration, to be selected by the deans of those schools, shall constitute the membership of the Committee; (ii) the Vice President for Academic Affairs and Vice President and Treasurer are requested to serve ex officio; (iii) a member of the Executive Committee shall be designated by that body to convene the Committee initially and coordinate its work.

(underlining indicates amendments)

Executive Committee of the Faculty Senate
September 29, 1989

Adopted, as amended, October 13, 1989

THE GEORGE WASHINGTON UNIVERSITY
Washington, D. C.

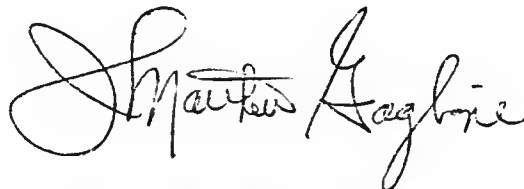
The Faculty Senate

October 2, 1989

The Faculty Senate will meet on Friday, October 13, 1989, at 2:10 p.m. in Lisner Hall 603.

AGENDA

1. Call to order
2. Approval of the minutes of the regular meeting of September 15, 1989
3. Resolutions:
 - (a) A RESOLUTION TO ESTABLISH AN INCENTIVE PROGRAM FOR VOLUNTARY EARLY FACULTY RETIREMENT (89/2) with accompanying Model Plan; Professor Arthur D. Kirsch, Chair, Committee on Appointment, Salary and Promotion Policies (Resolution 89/2 with Model Plan is attached.)
 - (b) A RESOLUTION TO ESTABLISH A SPECIAL COMMITTEE ON NORTHERN VIRGINIA PLANNING (89/3) with accompanying Report; Professor William B. Griffith, Chair, Executive Committee, (Resolution 89/3 with Report is attached.)
4. Introduction of Resolutions
5. General Business:
 - (a) Report of the Executive Committee: Professor William B. Griffith, Chair
6. Brief Statements
7. Adjournment



J. Matthew Gaglione
Secretary

A RESOLUTION TO ESTABLISH AN INCENTIVE PROGRAM
FOR VOLUNTARY EARLY FACULTY RETIREMENT (89/2)

WHEREAS, there have been numerous requests from the faculty for a program to facilitate early retirement; and

WHEREAS, the administration has noted the skewed distribution of faculty ranks towards full professor; and

WHEREAS, there is a substantial likelihood of the removal of the requirement for faculty to retire at age 70; and

WHEREAS, the University recognizes the value of providing for junior faculty appointments; NOW, THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY:

- (1) That the University provide a plan creating incentives for voluntary early retirement for faculty, including supplemental retirement income and continuing health and related benefits; this plan should be developed to be approximately revenue neutral; and
- (2) That the model plan attached, having been developed by the Appointment, Salary and Promotion Policies Committee over a two-year period in consultation with top University administrators, is recommended for approval.

Committee on Appointment, Salary
and Promotion Policies (including Fringe Benefits)
September 22, 1989

The George Washington University
Voluntary Early Retirement Program
for Tenured Faculty

September 22, 1989

Retirement Policy

The goal of George Washington University's pension policy is to provide long-service employees with retirement income through TIAA/CREF annuities and social security benefits, sufficient to maintain a standard of living close to that of the years just prior to retirement. An individual's actual retirement income depends on the total amount contributed to TIAA/CREF and social security over his/her working life.

In recent years, faculty members have indicated an increased interest in retiring early. The University has designed an early retirement program that may make earlier retirement attractive and feasible for many faculty members. This program is voluntary. However, once a faculty member has elected to retire under the program, the election is irrevocable.

The Program

The Voluntary Early Retirement Program is a plan that provides a participating faculty member with income in addition to TIAA/CREF and social security. Depending on the age at which a faculty member elects early retirement, the program offers up to five years of annual payments and benefits. To start receiving benefits under this program, a faculty member must be at least age 62 before September 1 of the year in which retirement benefits shall commence. Payments from the Voluntary Early Retirement Program can be started at a time when social security benefits are available.

Eligibility for Participation

To be eligible to participate in the Voluntary Early Retirement Program, a faculty member must:

- a) attain the age of 62 by June 30 of the year in which retirement benefits shall commence;
- b) be tenured and continue to perform contractual duties through June 30 of the calendar year of retirement;
- c) have at least 15 years of full-time service at the University; and
- d) neither be receiving nor have grounds for claiming long-term total disability payments through the University insurance program.

Review of Financial Provisions

The faculty member is strongly encouraged to review the financial provisions and implications of early retirement with a counselor in the Office of Records and Benefits.

How Payments are Calculated

A faculty member who elects early retirement will receive for a specified period a percentage (see below) of his/her "pre-retirement salary" plus an annual percentage adjustment that will be calculated on the basis of the average percentage salary increase for faculty members, or the annual cost of living, whichever is less. These adjustments will be cumulative during the specified period. The "pre-retirement salary" is defined as the academic year full-time salary during the academic year preceding retirement. Retirements are effective as of June 30.

Payments will be made in twelve monthly installments starting in July; retirees will be informed of the yearly increase by the Office of Records and Benefits. To the extent required by law, the University will withhold income and FICA taxes and any other monies required by federal or state law. Payments cease at the end of the year in which the faculty member attains age 68 (or age 67 for those faculty members who retired at age 62). In the event of death, payments shall continue for that month in which the retiree's death occurs and one additional month.

The following chart indicates the percentage paid and the number of years that a faculty member is eligible for early retirement benefits:

<u>Age at Beginning of Academic Year</u>	<u>Percentage of Base Salary</u>	<u>Number of Years of Early Retirement Benefits</u>
62	45	5
63	40	5
64	40	4
65	40	3
66	35	2
67	30	1

Fringe Benefits

The following additional benefits will be provided during the period of early retirement:

- a) Continuation of the University's contribution to health insurance premiums for a faculty member and spouse and dependent children (if any) through the year in which the faculty member attains age 68. In the event of the death of the faculty member, the spouse will have the option of remaining on the group health insurance plan until eligible for Medicare. The spouse must assume full cost of the premiums.*

*If the University changes its basic health insurance benefits, item a) will be revised accordingly.

- b) Life insurance will continue during the period of early retirement under the terms of the TIAA Group Insurance contract.*

Upon retirement at age 70, the basic coverage is decreased automatically to \$2,500 which will be continued for the faculty member's lifetime. When retirement occurs prior to age 70, the basic coverage is decreased by 20% on the date of retirement. On each anniversary of the first reduction a further reduction, equal to the first, shall be made until the basic coverage is reduced to \$2,500 or until age 70, at which time all remaining coverage is reduced to \$2,500. The optional coverage ceases at retirement. Retiring faculty wishing to convert the full amount of insurance should consult the carrier.

- c) The University will continue the educational assistance benefit for children and dependents as if the faculty member had not retired.

Rights of an Early Retiree

The rights and privileges of a faculty member taking early retirement are the same as the rights and privileges of a retired faculty member.

Implementation Procedures

A faculty member who wishes to participate in this program must submit the written application through department chairperson and appropriate dean to the Vice President for Academic Affairs by October 1 of the anticipated last year of employment. In addition, the faculty member should request financial and benefit information from the Office of Records and Benefits and/or seek other financial counseling.

The final agreement must be signed by the faculty member before February 1 of the anticipated last year of employment. However, this Agreement cannot be executed earlier than one year before benefits are to begin. The election, evidenced by an executed final agreement, is irrevocable.

Employment at Other Colleges and Universities

The Voluntary Early Retirement Program is designed to assist faculty members who wish to retire. While the University makes no prohibition concerning other employment during the period the individual is receiving early retirement payments, full-time employment at another college or university during this period would violate the spirit of the early retirement plan.

*If the University changes its basic life insurance benefits, item b) will be revised accordingly.

Partial Retirement

Full-time members of the faculty who qualify under the provisions of Section VII.D. of the Faculty Code may retire partially by reducing their service to the University to either a two-thirds or a half-time basis. Either basis will, in general, include teaching, research, and other services proportionate to that considered normal for a full-time faculty member in the relevant department, school, college or other division of the University. Any determination of programmatic needs as required by Section VII.D. of the Code and any combination of effort proposed by a faculty member must be approved by the department chair, the cognizant dean, and the Vice President for Academic Affairs.

The faculty member's salary shall be two-thirds or one-half of the normal full-time salary, and eligibility for annual salary increase shall continue.

Once a faculty member has elected to retire partially, he/she may not increase the level of service thereafter. Correspondingly, the faculty member's salary and fringe benefits may not be reduced. The faculty member may elect to retire fully at any appropriate time.

The voluntary early retirement program cannot be elected at the same time as partial retirement; early retirement can, however, follow a period of partial retirement.

Provision for Modification and Review

This plan will be in effect until 1996 unless the Board of Trustees modifies or withdraws it at any time prior to August 31, 1996. A faculty member who has already retired under the plan or has signed the Early Retirement Agreement will not be adversely affected by such modification or withdrawal.

Replacements

The question of the replacement or non-replacement of any faculty position made recent by the election of early retirement will be determined by the appropriate dean and the Vice President for Academic Affairs.

A RESOLUTION TO ESTABLISH A SPECIAL COMMITTEE
ON NORTHERN VIRGINIA PLANNING (89/3)

- WHEREAS, The "Report on Strategic Planning for the Northern Virginia Campus" was forwarded to the Faculty Senate Executive Committee on August 16, 1989, by Vice President French for its information; and
- WHEREAS, Vice President French informs us that this plan has been accepted by the administration as a working document which will now be implemented by the deans; and
- WHEREAS, the broad-gauged plan proposed therein has important implications for the University's future development, which cut across the areas of responsibilities of several of the Senate's standing committees, making difficult its referral to any one committee to assist in formulating the Senate's response to this plan; NOW, THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY:

- (1) That a Special Committee of the Faculty Senate be and hereby is established to consider the Report named above, to inquire into subsequent developments or projected changes, and to provide to the Senate an initial report and any recommendations as to resolutions by its February 9, 1990, meeting; and
- (2) That the chair and membership of this Committee shall be designated as follows: (i) the chairs of the Senate standing committees on Educational and Admissions Policy, Fiscal Planning and Budgeting, Physical Facilities, and Research, together with such additional members of the faculty as those chairs may collectively invite to join their deliberations, shall constitute the membership of the Committee; (ii) the Vice President for Academic Affairs and Vice President and Treasurer are requested to serve ex officio; (iii) a member of the Executive Committee shall be designated by that body to convene the Committee initially and coordinate its work.

Executive Committee of the Faculty Senate
September 29, 1989

REPORT
on the
STRATEGIC PLANNING
for
THE NORTHERN VIRGINIA CAMPUS
OF
GEORGE WASHINGTON UNIVERSITY

SUBMITTED BY SHALOM S. SAAR

JULY 21, 1989

While strategic planning means a road map, it should not be perceived as a static document, but rather as a challenging, changing and evolving process..

The strategic plan submitted in this report is the result of the collective and impressive effort of many people of the George Washington University family. Without the constant support from the Vice President for Academic Affairs, Dr. Rod French, the deans, faculty and staff this report could not be completed. Special thanks to the members of the Task Force, who over a period of three days struggled with many hard and challenging questions. Their commitment, enthusiasm and love for the University are an example of the very special asset that GW has been gifted with--its people.

Thanks to Nancy Quinn for her unwavering support.

Finally, special thanks to Dr. Edgar Jones whose vision, loyalty and conviction in the mission of GW were a moving force for me.

"Executive decision-making is not a series of single, linear acts like baking a pie. It is a process, a sequence of behavior, that stretches back into a murky past and forward into a murkier future. It is associated with other basic social processes: the division of labor, group relations, reward and penalty systems, and other social control mechanisms, and...the holding of single or plural needs, motivations, goals, and values. Organizations theorists see the process as a turbulent stream rather than as an assembly-line operation -- as a twisted, unshapely, halting flow of interactions between people, interactions that shift constantly...."

JAMES MACGREGOR

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I. INTRODUCTION

The purpose of this report is to provide George Washington University with a strategic plan aimed at providing the institution with a road map for the development of its new campus in Loudoun County Virginia. The report is based on data collected from numerous interviews with university administrators, deans, faculty and staff; from surveys conducted by research firms; and from meetings with business and governmental representatives.

The objectives of the report are as follows:

1. To provide background information on the evolution of the Northern Virginia Campus.
2. To explain the process and methodology used in formulating this strategic plan.
3. To state the mission of the University in establishing the new campus.
4. To scan the environment facing the University in its move to the new campus.
5. To propose instructional programs and research areas for the new campus.
6. To list resources and activities needed for the successful implementation of the strategic plan.

II. BACKGROUND ON NORTHERN VIRGINIA CAMPUS

George Washington University's distinctive role in American Higher Education has always been shaped by its location. The academic programs of the University have evolved in response to the changing Washington environment. As the educational requirements of both government and private sector employees have become more sophisticated, the University has introduced a broad range of graduate and professional degree programs. And as the original District of Columbia has become the hub of a major metropolitan area, the University has undertaken to deliver its academic programs at convenient locations throughout the region. In any given semester, there are over two thousand students enrolled in two hundred and fifty courses at sixty-six different sites in the region.

In 1984, then president Lloyd Elliott appointed a committee of faculty and administrators to establish priorities for the institution's long-range development. The report of the "Commission for the Year 2000" recommended that the University acquire land in a suburban location "to give the institution flexibility in developing future research and instruction opportunities."

In the spring of 1986, the University received a gift of fifty acres in Loudoun County from the Washington Engineering Associates' Limited Partnership. This land is part of a tract of 576 acres which is to be developed as a research and development park at the

heart of which would be a comprehensive center for instruction and research. The owners, led by Mr. Robert Smith, a member of the GW Board of Trustees and a long time friend of the University, were interested in developing a University research park which would attract business organizations hoping to establish operations in Loudoun County. This exciting step of developing a Northern Virginia Campus is thus an extension of the traditional mission of the University.

The agreement signed between the University and the owners is focused on the following:

1. The owner will donate to GWU a site consisting of approximately 50 acres for the establishment of a campus devoted to graduate education and research to be known as the George Washington University Northern Virginia Campus.
2. The University will have the option of acquiring an additional parcel of approximately 80 acres for the purpose of expanding the facility.
3. The University will receive 20% of the net revenues received by the developer to be used for the development of the Northern Virginia Campus.

The next two years were devoted to general academic planning, to a canvas of the educational needs of the community, and to extended negotiations with state and local authorities. The conclusion of this preliminary stage of development coincided with the arrival of the new University president, Stephen Joel Trachtenberg and

the acceleration of the project by the developer. The Northern Virginia Campus was assigned a top priority. This led to the establishment of a planning office led by Dr. Edgar Jones and the contracting of Shalom S. Saar to serve as a consultant to the project.

III. THE STRATEGIC PLANNING PROCESS

This phase of the planning process began by conducting lengthy interviews with the University's key administrators. This included the president, vice presidents, deans, department heads and members of the faculty. The meetings focused on the issues facing the university in its attempt to establish its presence in Loudoun County. The preliminary findings were presented to the president and to his vice presidents.

Following that meeting, the Vice President for Academic Affairs, Dr. Rod French, established a task force representing the university and its various schools. Each dean was asked to select two representatives to serve as members of the task force. The total task force consisted of eighteen members assigned the responsibility of assisting the planning office of the Northern Virginia Campus. After several weeks of consultation on campus, the task force retreated for three days to reflect and to propose a road map for the University.

The strategic planning process used in developing the plan for the Northern Virginia Campus is based on a model used in business organizations. It is comprised of seven steps. They are:

1. Conduct an environmental scan;
2. State the mission of the Northern Virginia Campus;

3. Identify critical success factors;
4. Formulate strategic options;
5. Develop a resource plan;
6. Set objectives; and
7. Establish a time table.

The following sections provide the findings and recommendations for the Northern Virginia Campus.

IV. THE ENVIRONMENT FACING GWU

The environmental scan relied on a number of resources. These included:

1. Chamber of Commerce publications and other regional economic development studies;
2. Surveys of local businesses;
3. Discussions with representatives from local and state governments;
4. Media clippings;
5. Interviews with faculty and staff familiar with recent trends in Northern Virginia.

Although some indicators show a potential slow down in the economic environment, Northern Virginia continues to be a growth area. The number of businesses moving in is on the increase and the demographic patterns show constant growth in population and housing. The current vacancy rate in office buildings of about 40% is somewhat alarming, but also can be interpreted as the result of excessive construction activities and dragging demand. Given the high concentration of professionals working and residing in Fairfax and Loudoun Counties, the economic prospect looks very favorable for the construction of an academic institution to meet the growing research and education

needs of the County. It is important to note, however, that in discussions with faculty and staff, there is an inclination to think of the Northern Virginia Campus as a research park with an impact that should extend beyond the County and the State of Virginia.

The student population is favorable, and by offering the appropriate mix of graduate programs and market-driven research activities, the chances for success are high. Most of the interviews with business corporations show a strong need for research in electronics, computers, engineering, biotechnology, human resource management and new methods for improving product quality.

Given the close proximity of the Dulles Airport, the availability of hotel accommodations, and the survey of businesses locating in the area, the Northern Virginia Campus offers a unique opportunity for the University to expand its mission beyond its current boundaries. From the competition point of view, it is important to note that the presence of George Washington University in Northern Virginia might pose some concerns for existing academic institutions, and the George Mason University in particular. As for community colleges in the area, the impact should be minimal since the new campus will focus on research and graduate degree programs. In sum, the assessment of the external environment shows favorable conditions for the establishment of the George Washington campus in Loudoun County.

In assessing the internal environment, faculty and staff see a unique opportunity in expanding the University activities into Northern Virginia. Many have felt that the University is gifted with strong attributes which make the move favorable. The following highlights the University's strengths:

1. Sophisticated faculty with extensive experience in research and program offerings that corresponds to the market needs.
2. A favorable reputation of the University as a strong research base, especially for the military, governmental agencies, and private foundations.
3. As a private institution, the University can be more flexible than other academic institutions in responding to market needs and shifting demands.
4. Many of the faculty in engineering, management and the sciences are known in the industry circles and are currently involved in numerous consulting, research and teaching activities.

In assessing the internal environment, most interviewees expressed concerns over the following issues:

- Currently available resources are stretched to the limit in almost all elements of the University. This led to a strong concern about the availability of funding for start-up and early first-phase operations until the campus operations

can be self-supporting. Adding educational and research programs requires increasing resources. The issue of draining resources from programs on the main campus is of great concern to many of the faculty.

- Necessary supporting infrastructure identified for the educational and research programs included added faculty, staff, laboratory equipment, library facilities, and computer and telecommunications. Required administrative support includes student services, registrar service, housekeeping, security, mail service, food service and building maintenance.
- Proper and judicious allocation of resources is essential. At the same time, a reward system for encouraging faculty participation is seen as a necessity. Otherwise, the appeal of external consulting may divert the attention and interest of these faculty.
- The new campus provides added space and affords the opportunity for new and varied programs. Relocation of administrative and support functions to solve space requirements on the main campus may be a possible use of a portion of the first building. However, such usage should be carefully analyzed to ensure that highly desirable new programs are not pre-empted.
- The organizational structure established for the Northern Virginia Campus must allow for autonomy

and interdependence between the campuses. The structure should encourage the entrepreneurial spirit and enhance coordination between the University administration and the schools. Many faculty feel that a new internal administrative approach may be necessary to increase the R&D level within the University. At the same time, it is essential to be aware that the tendency may be to remedy all Foggy Bottom Campus ills in planning for the Northern Virginia Campus.

- A reward system should reach beyond individual faculty to include programs, departments and schools. Needed incentives may take a variety of forms that include teaching loads, graduate research assistants, laboratory space and equipment, and office space.
- The compensation system must be structured to attract new faculty to the Northern Virginia Campus as well as replacement faculty for current faculty who choose to teach or do research at the new campus. Compensation provisions for new faculty will necessarily impact on current faculty. A keen awareness of this impact must be maintained as the structure is established.

In sum, the issues of space, resources, financial support, and compensation are the most common concerns expressed by most of the people interviewed. (For a more detailed list of environmental issues see Table A).

TABLE A

SCANNING THE ENVIRONMENT

ECONOMICS

- A. Innovative and flexible programs will bring with them opportunities for new external funding.
- B. Great concern about when and if programs must have a positive cash flow.
- C. Northern Virginia is a high growth area.
- D. Office vacancy rate now 40%.
- E. Low-cost housing, but needs expanded residential base.
- F. Loudoun County expected to follow rapid growth of Fairfax County.
- G. Area of high income, resulting in demand for good education.
- H. Economic outlook for R&D:
 - NSF to increase its fundings;
 - Military to decrease, yet reservoir still great;

- Environmental funding to increase.

DEMOGRAPHICS

- A. Good student market.
- B. Continued growth will produce more industry, R&D requirements and students.
- C. Availability of support labor force.
- D. Time/distance barriers.

BUSINESS DEVELOPMENT

- A. Prognosis for business is excellent.
- B. Dulles/Rt. 66 will create more business.
- C. Council for Government (COG) report forecasts rapid growth for the long term.
- D. In general, corporations are not satisfied with current programs offered by universities.

POLITICAL

- A. Impact of defense-related research.
- B. Corporate in-house programs.
- C. No growth, anti-development stance of county.

- D. Transportation impact.
- E. A Washington university will be competing with a Virginia state university.
- F. Efforts must be made to become "good citizen" of Virginia for long-term reasons.

COMPETITION

- A. Other educational institutions.
- B. Corporate in-house programs.
- C. Center for Innovative Technology.
- D. Effect of higher GW fees.
- E. Competitive impact of transportation issue.

RESOURCES

- A. Difficulties supporting current faculty will be greatly increased.
- B. Current level of resource funding is causing faculty to leave or turn to outside consulting, resulting in faculty shortages.
- C. Create reward system to induce faculty to participate.
- D. Proper and judicious allocations of resources.

- E. Administrative resources will be needed.

ORGANIZATIONAL STRUCTURE

- A. Coordination of entrepreneurial activities between administration and colleges.
- B. Must support interdisciplinary programs.
- C. Must have critical mass of both faculty and students.
- D. In order to increase university R&D level, new internal administrative systems must be developed.
- E. The structure needs to be examined.

COMPENSATION

- A. Incentives needed.
- B. Rewards to faculty, programs, departments, schools.
- C. Teaching loads.
- D. Lab space and equipment.
- E. Compensation system must be designed to attract new faculty to Loudoun County.

STRENGTHS

- A. Sophistication of faculty to deal with external environment.
- B. Potential visibility for university.
- C. General reputation of GWU.
- D. Private university permits faster decisions.
- E. Strength of individual faculty in academic and industry circles.

ACCREDITATION

- A. Cannot jeopardize existing accreditation by overextension.
- B. Northern Virginia Campus program must meet accreditation requirements.
- C. Move to Loudoun will require more full-time faculty at Foggy Bottom.

TECHNOLOGY

- A. Integration of both campuses.
- B. Infrastructure in terms of library, media, computers and lab equipment.
- C. New models of teaching, research, communication and data transfer.

V. STATING THE MISSION

In establishing the mission for the Northern Virginia Campus, key people and members of the task force were asked to envision the new campus. The following describes the principles that were developed as the foundations for the mission statement:

1. All activities in Northern Virginia should be of high quality.
2. The mission should be bold, innovative and compelling.
3. From the opening day it should focus on an innovative concept that will nationally attract the attention of business, government and the public.
4. Activities in the Northern Virginia Campus should correspond to the educational needs of the region and research funding sources.
5. Resources required to support the mission should not be drawn from Foggy Bottom without proper replacement.
6. There needs to be a sensitivity to the County via scholarships, use of the facility for local groups, and creating a sustainable link to the community.

7. The mission should focus on creating a partnership between the University, the business community and government.
8. Research and degree programs should be initiated by top faculty to set the tone.
9. Focus on a few programs rather than trying to do too much which might result in inefficient use of limit resources.
10. Research focus should be based on existing strengths combined with a long term impact.
11. Create an atmosphere that is conducive to research which in turn can support teaching and generate funding.
12. The mission should focus on GW as a single university and not as two separate entities.
13. Create a campus that rewards the entrepreneurial spirit.
14. Highlight interdisciplinary nature of the problems facing today's society and its organizations.
15. The programs offered in Northern Virginia should focus on three categories:
 - Entirely new programs in research that are in partnership with business and government.

- Expand existing programs that have established excellence and are in demand by the region; and
- Transfer programs from Foggy Bottom which relieve existing space problems and improve resource utilization.

THE MISSION

The Northern Virginia Campus presents the George Washington University with the opportunity to enhance its educational and research activities by diversifying and expanding its resources to establish a comprehensive academic program in partnership with industry, business, government and the community. In order to accomplish this mission, the Northern Virginia Campus must satisfy these critical criteria:

1. Quality - programs should be staffed with top faculty, relying on existing strengths, but being flexible and future-oriented.
2. Content - the programs in research and teaching should focus on innovative thinking, being interdisciplinary in nature.
3. Viability - the focus of all research and teaching activities should be global, linking research with education, with sufficient resources needed to support innovation.
4. Community-based - all offerings should address the community needs; and assist business, industry and government in meeting their needs for research and education.

VI. CRITICAL SUCCESS FACTORS

In order for the mission to succeed, the task force identified a number of elements required to implement the mission. They are:

1. Strong support by the business community.
2. An organizational structure that will promote entrepreneurial spirit, autonomy and a linkage to the downtown campus.
3. Strong cooperation between the participating colleges is a must.
4. Research and teaching programs should respond to the market needs.
5. The marketing strategies must promote the uniqueness of the campus and its impact on research and development.
6. Faculty interest and willingness to participate.
7. Up-to-date technology and state of the art facilities.
8. Appropriate funding to support the mission.
9. Constant support by University leadership.
10. Strong demand by students for degree and non-degree programs.

VII. PROPOSED CRITERIA FOR PROGRAM SELECTION

Once the mission was established, criteria for program selection ~~was~~^{were} developed. In identifying the criteria, the content of the mission, the environmental assessment and the culture of GW as a private institution were all considered. The following lists the criteria:

A. Educational Programs

1. Graduate degree programs that are based on needs expressed by the region.
2. Programs should generate a large pool of applicants to ensure the preservation of high admission standards.
3. Programs should be sustained solely on the tuition they derive.
4. Programs should have strong support by their appropriate departments.
5. Degree programs should be preferable to individual programs, and whenever possible, graduate degree programs should be linked to research activities conducted at the Northern Virginia Campus.

B. Research Projects

1. Projects should be already funded or have a commitment for funding.
2. Projects should make use of available technology.
3. Projects should be linked to the degree programs offered at the Northern Virginia Campus.
4. Projects should employ interdisciplinary approaches.
5. Projects should focus on R&D needs expressed by industry, government or the community.

In order to further refine the selection criteria, a set of questions was developed. The purpose of these questions is to assist the University in setting priorities. The questions are:

1. Does the program add to the University's reputation?
2. What is the estimated net revenue of the proposed project/program?
3. Does the proposed project/program have a long term development potential?

4. What are the perceived benefits to the main campus?

These questions and the selection criteria were used in the review process. While the criteria and questions do not necessarily guarantee success, they provide an important guideline in linking programs to the stated mission. The following section offers a list of proposed educational programs and search activities.

VIII. STRATEGIC OPTIONS

Based on the information collected and the assessment of the findings, there are two distinct options. The first option is to introduce programs that meet the criteria developed by the task force. The cluster of programs should represent different schools offering graduate degree programs and research activities. This option can be characterized as financially conservative, incremental introduction of programs, and diversified. The second option is to transfer graduate degrees and research activities of the School of Engineering and Applied Science to the first building of the Northern Virginia Campus. The following table points out the differences between these two options:

OPTION I

Emphasis on graduate degree programs in different disciplines

Offering programs for a wide range of the population

Focus on teaching and some research

OPTION II

Emphasis on graduate degree programs in Engineering and applied science

Offering programs for selected segments of the population

Focus on research and teaching

OPTION I

Financially
conservative, placing
an emphasis on programs
that break even or net
income

Small start-up cost

No impact on space
problems in Foggy
Bottom

OPTION II

Financially challenging
with a break even point to be
materialized in 4 to 6 years

High start-up cost

Opening up space currently
used by SEAS

OPTION I - PROPOSED PROGRAMS FOR PHASE ONE

The following is a list of proposed programs and activities for the first option. It is characterized by two phases. The first phase focuses on programs with a high probability of success. The second phase is for programs to be offered at a later stage. The first phase will offer graduate degree programs, research activities and non-degree programs.

A. Graduate Degree Programs

Since graduate education is in high demand, it is only natural for the University to offer a selected list of graduate degree programs that promise the following:

1. Meet the need of the adult working population that cannot make a full-time commitment to a traditional degree program.
2. The tuition for the most part is paid or reimbursed by the student's employer.
3. The scheduling of classes must be convenient to both the student and the employer.
4. The program offerings must rely on strong support by the schools and departments, and must be led by top faculty.
5. With exception to the initial investment, each program should be self-sustaining; and net income should be divided between the University and the school or schools offering the degree(s).
6. The compensation for the specific school and faculty should be negotiated according to a specific formula developed between the administration and the schools.

It is the consultant's recommendation that the first phase of the Northern Virginia Campus include no more than six graduate degree programs. These are:

1. An Executive MBA (SGBA)
2. A Regular MBA (SGBA)
3. MS/Ph.D in Computer Sciences (SEAS)

4. MS/Ph.D in Electrical Engineering (SEAS)
5. MPH or certificate program in Public Health
(MEDICAL)
6. Ed.D/Ph.D in Human Resource Development (SEHD)

As a first stage these programs offer great chances for success. This is due to the market needs, availability of employers' support, relatively lower start-up costs and an opportunity to test the market response with limited risks involved.

1. Executive MBA (SGBA) - Recent trends show that the demand for an executive MBA program continues to be high throughout the country. Given the fact that currently no university in the D.C. metropolitan area offers an Executive MBA, GW can be the leading institution in establishing its role as a developer of current executives. This is especially the case since the start-up cost is relatively low.
2. Regular MBA with Study Options (SGBA) - The purpose of the regular MBA is to provide industry and government with a master's degree in business administration. Unlike the Executive MBA, this program will be offered on a part-time basis after work hours. The program's uniqueness will be its optional areas of concentration. Students will select a minimum of 12 semester hours from areas like Information Systems Management, International

Business, and Management of Science, Technology and Innovation.

3. MS/Ph.D in Computer Science and Application (SEAS)

Given the concentration of high technology firms and a common request from some of the companies surveyed, a master's degree program in computer science and applications is highly recommended. Given the University's reputation in computers and the desire for leading computer firms to donate equipment for education and research, the program will generate a strong interest by individual students, as well as institutional support. The program should rely on a few Ph.D students to support research activities and to provide learning opportunities for teaching. The part-time students working toward their MS degree in computers should pay their own tuition and be supported by their employers.

4. MS/Ph.D in Electrical Engineering (SEAS) -

Electromagnetic and communication continue to be an area of study that is in high demand. The relationship between electrical engineering and computer applications is obvious. It is recommended that during its first phase, the Northern Virginia Campus should offer a masters degree program for local industries and a full-time Ph.D program for a selected group of outstanding students. Discussions with representatives from local firms indicate a strong interest in supporting employees to study computer applications and electrical engineering.

5. MPH or Certificate in Public Health (MEDICAL) -
As a vital service for the county, a small part-time program in public health will be highly welcomed. This is compounded by a continuing demand for health professionals. The interest of the medical school in establishing a clinic in Loudoun County will be greatly enhanced by offering a certificate or a degree program in public health. The high density of the Northern Virginia population without a leading medical school provides GW with a unique opportunity to provide local governments and hospitals with an access to health education currently offered by the George Washington University Medical School.

6. Ed.D/Ph.D in Human Resources Development (SEHD) -
The focus of the graduate program is to prepare human resource professionals with the skills, knowledge and abilities needed to enhance organizational effectiveness. This program is intended for experienced practitioners who are interested in pursuing a professional degree in managing human resources. Korn/Ferry International, in its report on the future executive, has indicated that managing human resources is one of the most critical attributes for the management of effective organizations. The program will recruit between 20 to 25 practitioners. Classes will be conducted one weekend per month over a period of three years.

TABLE B

FIRST YEAR PROJECTED ENROLLMENT AND REVENUES

<u>Proposed Degree Programs</u>	<u># of Students</u>	<u># of Credits</u>	<u>Tuition Per Student</u>	<u>Total Revenue</u>
Executive MBA	40	-	\$25,000/ 2 years	\$500,000
Regular MBA	100	9	\$ 4,275	\$427,500
MS/Ph.D in Computer Science	40	9	\$ 4,500	\$180,000
MS/Ph.D in Electrical Engineering	40	9	\$ 4,500	\$180,000
MPH or Cert. in Public Health	20	9	\$ 4,275	\$ 85,500
Ed.D/Ph.D in Human Resource Development	20	-	\$20,000/ 3 years	\$133,000
TOTAL	260			\$1,506,000

TABLE C

PROJECTED REVENUES FOR THE FIRST THREE YEARS
FROM GRADUATE DEGREE PROGRAMS*

<u>Degree</u> <u>Programs</u>	<u>First</u> <u>Year</u>	<u>Second</u> <u>Year</u>	<u>Third</u> <u>Year</u>
Executive MBA	\$500,000	\$1,000,000	\$1,000,000
Regular MBA	427,500	955,000	1,000,000
MS/Ph.D in Computer Science	180,000	360,000	400,000
MS/Ph.D in Electrical Engineering	180,000	360,000	400,000
Ed.D/Ph.D in HRD	133,000	266,000	399,000
 TOTAL PROJECTED REVENUES	 \$1,506,000	 \$3,112,000	 \$3,399,000

*Based on program length and number of classes during the second and third year.

TABLE D

PROJECTED RESOURCES NEEDED FOR GRADUATE DEGREES(1)

<u>Degree Program</u>	<u>First Year</u>	<u>Second Year</u>	<u>Third Year</u>
Executive MBA(2)	\$200,000	\$300,000	\$350,000
Regular MBA(2)	60,000	75,000	90,000
Ms/Ph.D in Computer Science(3)	250,000	400,000	550,000
MS/Ph.D in Electrical Engineering(3)	250,000	400,000	550,000
MPH/Certificate in Public Health(2)	60,000	75,000	80,000
Ed.D/Ph.D in HRD(2)	<u>60,000</u>	<u>90,000</u>	<u>120,000</u>
TOTAL COST	\$880,000	\$1,340,000	\$1,740,000
TOTAL REVENUE	<u>\$1,506,000</u>	<u>\$3,112,000</u>	<u>\$3,399,000</u>
NET INCOME	\$626,000	\$1,772,000	\$1,659,000

(1) Includes faculty, administration, clerical support and promotion.

(2) Overload teaching assignment

(3) Full time faculty (three for the first year and additional two for each year)

TABLE E

PROPOSED SPACE FOR ALLOCATION IN SQUARE FOOTAGE
FOR GRADUATE DEGREE PROGRAMS

<u>Degree Program</u>	<u>First Year</u>
Executive MBA	2500
Regular MBA	1500
MS/Ph.D in Computer Science	2500
Ms/Ph.D in Electrical Engineering	2500
MPH or Certificate in Public Health	2000
Ed.D/Ph.D in Human Resource Development	1500

B. Proposed Research Programs

Like any R&D activity, the university must approach the subject carefully. Based on the data collected, only a few research activities should be established during the first phase. Instead of committing resources to a large number of research activities, the University should test the profitability of such an endeavor by utilizing the incremental approach. While in the second and third phases the University can launch large investment research projects; the initial phase should be conservative. Therefore, the most suitable research areas for the first building might include:

1. Computer Science and Applications (SEAS)
2. Electrical Engineering (SEAS)
3. Operations Research (SEAS)
4. Human Performance Technology (GSAS)
5. Ports and Waterways Institute (SEAS)
6. Small Business Incubator (SEAS & SGBA)

The research activities in Computer Science and Applications and Electrical Engineering will correspond to the master and doctoral degrees proposed for the Northern Virginia Campus. There are a number of factors underlying the rationale for these areas. These are:

- Low capital investment.
- High demand by American industry for advances in computer science and operational research.
- Strong probability for industry support in terms of equipment and funding.
- An existing pool of high tech companies that need more trained professionals in computers and quality assurance.
- Superior performance by SEAS in these areas will lead to bigger investment by industry for Phases II and III.

Areas of research focus for the computer science and applications include:

- Very Large Scale Integrated Circuit (VLSI) design
- Computer graphics
- Educational software
- Parallel processing
- User-computer interface
- Software engineering
- Computer aided design

- Image processing
- Artificial intelligence and expert systems
- Computational fluid dynamics

Areas of research activities in electromagnetics and communication include:

- Remote sensing
- Antennas
- Digital coding and signal processing
- Secure communications
- Data compression
- Computer communications networks
- Cellular communications

The growing need for American Industry to improve the quality of its products in order to compete in a global economy requires the commitment of resources in developing an in-depth understanding of quality control and operations research. SEAS has established itself as a leading school in developing first class experts in operations research. This research area can be supported by manufacturing firms that are interested in enhancing the quality of their products by the use of

up-to-date methods of quality assurance. The center can solicit research grants from industry and design professional development programs. The purpose of these programs is to train quality assurance personnel in upgrading their skills and abilities to assist their companies in becoming high quality producers.

The Human Performance Technology Laboratory offers the Graduate School of Arts and Science (GSAS) a unique opportunity to enhance its research in an area that is becoming vital for business and public organizations. The following factors constitute the rationale for this recommendation:

- The topic relates to the current offering for the MA in administrative sciences, psychology, economics and engineering.
- It offers good synergy with the engineering lab in operational research.
- It offers governmental research institutions like ARI and others the opportunity to offer funding and educational activities.
- Besides SEAS, SGBA and Medical, GSAS will have the opportunity to test the water in Loudoun County.
- It does not require a large capital investment in research equipment.

The Proposed National Ports and Waterways Institute is a joint effort between George Washington University and

Louisiana State University. Its purpose is to address issues that are important for improving the efficiency and productivity in the nations ports and inland waterways. In addition, it will facilitate the transfer of the U.S. developed technology throughout the international maritime system and will enhance U.S. competitiveness in international trade. It is proposed that the Institute be transferred to the Northern Virginia Campus. The institute will be self-supporting with appropriated and non-appropriated funds.

A Small Business Incubator focused on high technology interest could provide a further link between faculty, graduate students, researchers and the business community. The potential is significantly enhanced by the strong interest of the Loudoun County Department of Economic Development and the Northern Virginia Economic Development Coalition. Participation and support by the Center of Innovative Technology (CIT) would further strengthen the effort. The Small Business Incubator can be housed both in a facility owned by Loudoun adjacent to CIT and in University buildings. GW faculty would provide advice and consultation on both technical and business matters. Like the Ports and Waterways Institute, the Small Business Incubator will be self-supported with appropriated and non-appropriated funds.

TABLE F

ESTIMATED RESOURCES REQUIRED FOR RESEARCH
FOR THE FIRST YEAR

<u>Research</u> <u>Activity</u>	<u>Full</u> <u>Time</u> <u>Faculty</u>	<u>Equipment</u> <u>\$</u>	<u>Salaries</u> <u>and</u> <u>Admin.</u>	<u>Space</u> <u>S.F.</u>
Computer Science and Application	2	\$750,000	\$200,000	2500
Electrical Engineering	2	750,000	200,000	2500
Operations Research	2	250,000	150,000	2000
Human Performance Lab	3	100,000	200,000	2000
TOTAL	9	1,900,000	750,000	9000

TABLE G

A COMPARISON ANALYSIS OF REVENUES AND COSTS
FOR THE NORTHERN VIRGINIA CAMPUS

(IN MILLIONS)

	<u>First</u> <u>Year</u>	<u>Second</u> <u>Year</u>	<u>Third</u> <u>Year</u>
Graduate Degree Programs			
Revenue	1.5	3.1	3.4
Costs	.6	1.8	1.7
Net	.9	1.3	1.7
Research Programs			
Revenue	1.5	2.0	3.0
Costs	2.7	3.5	6.0
Net	(1.2)	(1.5)	(3.0)

C. Continuing Education and Professional Development Programs

In addition to the graduate degree programs and the proposed research activities, the need for learning activities aimed at upgrading the skills of practitioners and professionals is immense. Therefore, it is important that the Northern Virginia Campus be positioned to provide professional development programs. These programs include:

1. Conference Center
 2. Continuing Engineering Education Programs (CEEP)
 3. Professional Development Programs (SGBA)
 4. Certificate Programs
-
1. Conference Center - Since the current design for Phase I includes an auditorium and executive classrooms, it is strongly recommended that the Northern Virginia Campus should market the facility for holding medium size (100 to 120 participants) conferences. With the exception of the computer and operations research labs, the facility can hold conferences, workshops and seminars for business, industry, government and local organizations. This will enhance the University's image as an educational institution

as well as promoting the facility and its research and education programs.

2. Continuing Engineering Education Programs (CEEP) -

The transfer of CEEP activities to the Northern Virginia Campus will accomplish a few goals:

- It will enhance the research and education programs.
- It will provide industry with badly needed certificate programs in areas that are vital to industry, business and government.
- It will relieve space from the downtown campus for other academic programs that currently suffer from crowded conditions.
- It will send a message to the community that GW is a comprehensive educational institution.

3. Professional Development Program provided by School of Government and Business Administration -

The successful operation of current professional development programs by SGBA can be transferred or duplicated at the Northern Virginia Campus. The rationale is the same as for CEEP.

4. Non-credit Seminars and Workshops, and Certificate Programs - Based on market demand and aggressive marketing, the Northern Virginia Campus should design, promote and deliver seminars and workshops

for the community. Programs in management, computers, quality control, personnel development, arts, and education should be offered. Because of the University's success in continuing education, the Northern Virginia Campus should take a leadership role in becoming a center for assisting corporations and government in becoming more effective organizations. In addition, the Northern Virginia Campus should offer certificate programs that respond to the needs of the community.

Potential topics might include:

- Technical writing
- Language training
- Emergency medical service training
- Executive certificate program
- Counselling program
- Landscape design
- Historic garden preservation
- Desktop publishing
- Information systems
- Management certificate

- Public relations
- Fundraising techniques

Resources Needed

All professional development programs and continuing education activities should be conducted on the premise that their revenues should be at least 150% of their costs. In general, all of these programs are attractive. Given the extensive experience accumulated by the University in this area the opportunities are immense and the benefits to the community and to the University are significant.

IX. PROPOSED PROGRAMS FOR PHASE II

As the Northern Virginia Campus progresses through its first phase, plans should be made to prepare for the second phase. The available space that is not used during the first phase should be ready to serve as laboratory and classroom space as well as faculty offices and administrative services. The first phase will serve as a period aimed at enhancing relations with industry, government and the community. This will provide ample time for the commencement of Phase II. The proposed research and teaching activities for the second phase will include:

Research Activities

1. Manufacturing and Materials (SEAS & GSAS)
2. Science and Technology (SEAS)
3. Reading Lab (SEHD)
4. Speech and Hearing

Degree Programs

1. MS/Ph.D in Manufacturing and Materials (SEAS)
2. MA in Educational Technology (SEHD)
3. MS in Employee Assistance Program (SEHD)

4. MS in Applied Artificial Intelligence (SGBA)

5. MA in Telecommunication (GSAS)

The sequence of the above programs will be based on factors like market demands, funding availability, and space requirements. As the Northern Virginia Campus becomes stronger and financially more stable, all attempts should be made to expedite Phase II. For instance, as a result of a good image of the Northern Virginia Campus in the community, there might be available funding to support any of the above mentioned programs. Should this occur, space in the existing building, in future or nearby buildings, should be utilized to meet the needs. The University should be in a position where there is a core of research and teaching programs described in Phase I. Beyond the core, the University needs to carefully assess its strategic moves in such a way that it is in constant touch with market trends.

X. OPTION II - SEAS/GRADUATE CENTER

Since the findings indicate that the School of Engineering and Applied Science (SEAS) is in the best position to utilize the facility for its research needs, the University should consider the option of committing the first building primarily to SEAS. The option offers a number of advantages. These are:

1. The developer's intention is to establish a high technology park. Thus, research in engineering and applied science provide the best fit.
2. SEAS has the largest number of faculty who are ready to make the transition to the Northern Virginia Campus.
3. The transfer of research activities and graduate programs to the Northern Virginia Campus will provide the University with space in Foggy Bottom. The relieved space can be utilized for other academic programs.
4. Discussions with SEAS administrators indicated that the school will consider the transfer of its Continuing Engineering Education Programs (CEEP). This will open up space currently used in downtown campus.

5. Transferring SEAS graduate education and research activities to the Northern Virginia Campus will provide the site with a focused mission.

In sum, the option of relocating SEAS research activities to Loudoun County does not preclude other graduate programs like the Executive MBA, regular MBA and others from using the building.

The following excerpts are taken from a letter submitted by Hugh H. Miller, a senior fellow at the School of Engineering and Applied Science:

My observations and recommendations are based on several factors: (1) I have been privy to many conversations among the faculty concerning the subject. (2) I have been appointed a member of the President's Task Force to meet at Airlie House to draw up criteria for selection of programs and other factors. (3) I have met with Shalom Saar and discussed the Northern Virginia Campus a number of times. Therefore, I would like to try to capture what I perceive to be the vision of the School of Engineering and Applied Science for the Northern Virginia Campus.

1. This campus is to be a bold statement by GWU that it is creating a facility to carry out cutting-edge research and development for the metropolitan community.

2. It will be a visible symbol that the University is committed to embark on a program to best serve the needs of its constituents, namely the federal government and local and national industry in the field of engineering research.
3. The campus will be a center for scholars of the highest intellectual ability and research skills. In due time the emphasis on research excellence and instruction of the highest order will establish the University as a major contributor to education, the country's economic well being, and a fountainhead of research excellence in new technologies.
4. The nurturing of such ideals will facilitate a faculty and student body known nationally and internationally, which in turn will draw other outstanding scholars.
5. While the university and SEAS have developed good relations with a number of industrial companies, the potential for greatly enhancing this relationship will increase considerably with a campus dedicated to first class engineering research and development. Washington is becoming a second headquarters location for many of our country's largest companies; the University has an opportunity to expand this resource base from local industry to national industry.

We believe that we have a unique opportunity to make an important impact on newly developing engineering technologies in this Center. As a first priority we should identify the two most important fields for us to undertake research, namely:

- Computer science, electronics and applications; and
- Manufacturing and materials

While we recognize that the resources required to undertake good research in these fields is substantial, we believe that this problem is manageable.

This letter in its entirety can be found in the Appendix.

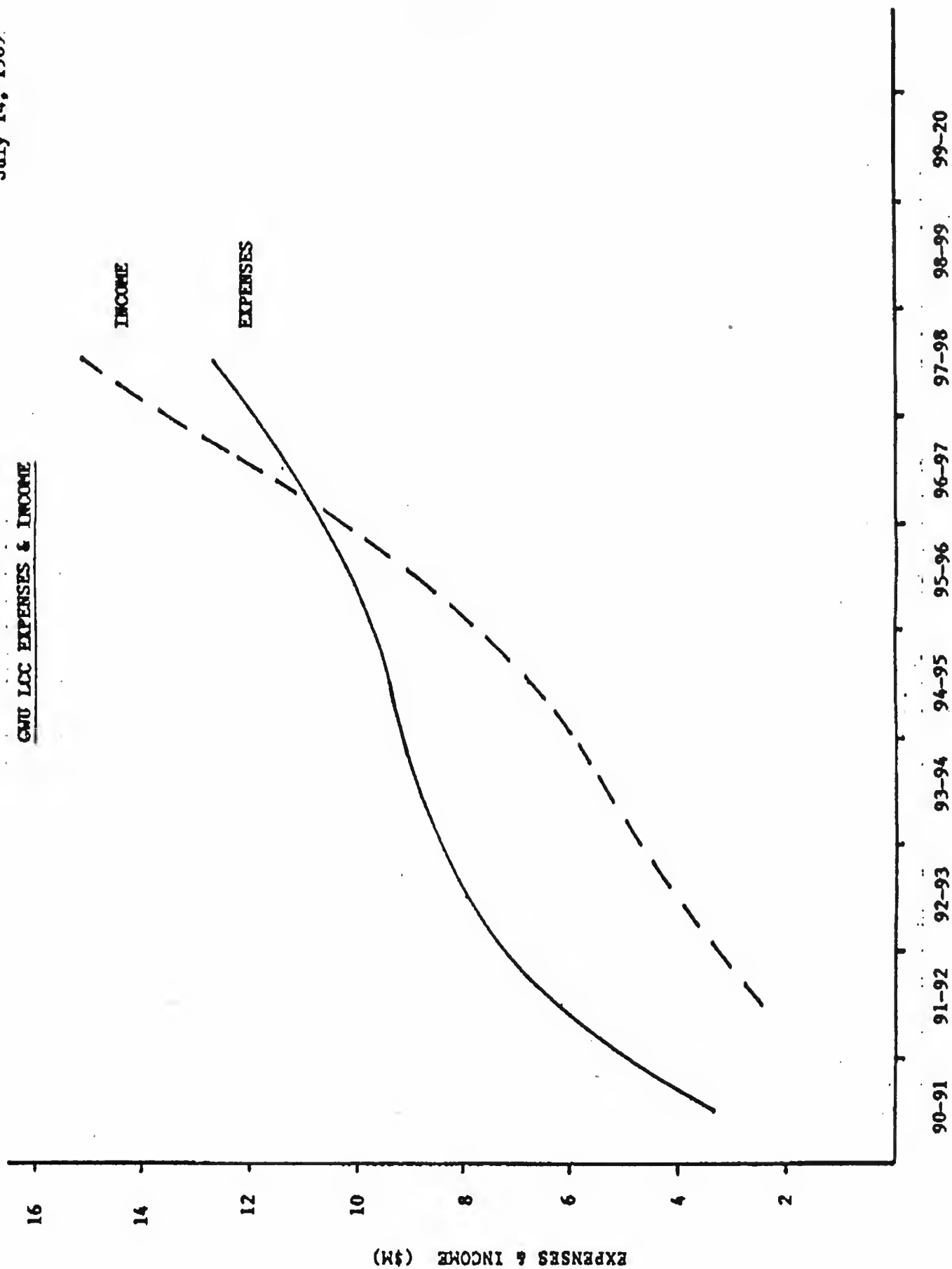
July 14, 1989

SEAS RESEARCH AND TEACHING PROGRAMS
GWU LOUDOUN COUNTY CAMPUS
PRELIMINARY BUDGET (\$000)

	<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>	<u>1995-96</u>	<u>1996-97</u>	<u>1997-98</u>
<u>FULL-TIME FACULTY:</u>	7	15	21	25	27	30	32	35
<u>EXPENSES:</u>								
<u>NON PERSONNEL:</u>								
Laboratory Equipment	\$1,400	\$2,100	\$2,100	\$1,400	\$ 500	\$ 550	\$ 600	\$ 650
Equipment Maintenance	200	215	225	240	254	270	285	300
Computing Facility Equipment	400	200	200	200	800	300	300	300
Computer Maintenance, Software, etc.	100	150	200	250	295	345	390	535
Other	50	117	167	215	240	280	310	350
<u>PERSONNEL:</u>								
Salaries	982	2,333	3,340	4,310	4,793	5,613	6,200	6,965
Fringe Benefits	245	583	835	1,078	1,198	1,403	1,550	1,742
Tuition/Stipends for GRAs	<u>0</u>	<u>528</u>	<u>924</u>	<u>1,150</u>	<u>1,296</u>	<u>1,440</u>	<u>1,600</u>	<u>1,820</u>
<u>TOTAL EXPENSES:</u>	\$3,377	\$6,226	\$7,991	\$8,843	\$9,376	\$10,201	\$11,235	\$12,660
<u>INCOME:</u>								
<u>TUITION:</u>	0	574	1,451	2,185	2,702	3,570	4,598	5,400
<u>RESEARCH:</u>								
ILP Support	0	600	636	673	714	757	803	850
Sponsored Research	<u>0</u>	<u>1,300</u>	<u>1,775</u>	<u>2,445</u>	<u>3,370</u>	<u>4,645</u>	<u>6,400</u>	<u>8,820</u>
<u>TOTAL INCOME:</u>	0	\$2,474	\$3,862	\$5,303	\$6,786	\$8,972	\$11,801	\$15,070

July 14, 1989

GMU LOC EXPENSES & INCOME



STUDENT UNION

EXAMPLES OF
POTENTIAL SOURCES OF FUNDING

	<u>AMOUNT</u>	<u>PROBABILITY*</u>
NASA Goddard for Zero Gravity		
Tank Research	\$ 700,000/yr	1.0
Equipment Grant	\$1,000,000	1.0
Cooperative Education and Research Technology (Robots) to grow to 3M/yr	\$4,000,000/yr	1.0
David Taylor Institute		
NSRDC Research	\$ 250,000	
	\$ 50,000 tuition	1.0
Navy Research Lab, Superconductivity Research	\$ 150,000/yr	0.7
Office of Naval Research (Superconductivity)	\$ 100,000/yr	0.7
NRL Antisubmarine Warfare (Unclassified)	\$ 150,000/yr	0.8
(For Classified Research Off Campus)	\$ 150,000/yr	0.8
Naval Ordnance Station, Indian Head, MD		
Solid Fuel Propellants	\$150,000/yr	0.7
DOD, DNA Computational Fluids	\$1-\$3,000,000/yr after 3 yrs	0.8
DARPA - Interactive Graphics Computer Simulation	\$ 200,000/yr	0.6
SDI Mission Analysis and Strategic Planning	\$ 600,000/yr	0.8
Each Senior Professor will bring:	\$ 175,000/yr	0.9
Each Distinguished Professor will bring:	\$ 500,000/yr	0.8
Industrial Liaison Program - See Preliminary Budget		
Tuition Income - See Preliminary Budget		

* 1.0 = 100% probability

IX. IMPLEMENTATION ISSUES

The following is a list of issues that need to be addressed during the next few months:

1. It is assumed that the units engaged in research will be active in seeking external funding to secure a significant portion of the budget. These activities should commence as soon as possible.
2. If space permits, some administrative or support functions can be relocated from the downtown campus to the Northern Virginia Campus. This will provide precious space for academic programs in Foggy Bottom.
3. The structural/organizational issue is critical. In order to increase the probability of success, the University needs to appoint an individual who is gifted with the vision and the necessary skills and talent to lead the implementation process of the Northern Virginia Campus. Her or his tasks will be to successfully:
 - a. Work with a key research firm studying the current market.

- b. Work with the schools on developing a detailed description of resources needed and an implementation plan.
 - c. Work with the developer on the implementation of an aggressive marketing plan.
 - d. Solicit the support of business corporations to generate student recruitment, research funding and image-building.
 - e. Work with the Development Office on the formulation of a campaign plan to cover equipment and operational needs.
 - f. Work with the University Public Relations Office on the development of mass media to set the foundation for fund raising activities.
4. The new campus should place a strong emphasis on the integration of an up-to-date technology especially in areas like telecommunication, library services, computer labs, and a modern conference facility to accommodate the needs of the community. Representatives from the Connectivity Group and the Library should be an integral part of the planning and implementation phases.

5. As the site develops, there should be an emphasis on identifying research areas that are interdisciplinary in nature. This is especially the case since most of the organizational and society problems today require the integration of different disciplines.
6. Most of the programs in Northern Virginia Campus should focus on research and graduate education. This will further enhance the development of quality faculty, students and future funding.
7. The Northern Virginia Campus offers the University a unique opportunity to build its research capacity in order to enhance its reputation. This in turn will attract and retain quality faculty. This will require the formulation of a bold and aggressive marketing strategy as well as adequate resources to support the effort.
8. The University needs to contract a leading market research firm to conduct a comprehensive study on the current market, its needs, profile, and future needs.
9. Each participating school needs to present the Office of Academic Affairs with a detailed description of the research and education programs to be conducted in Phase I and II.

10. Once the programs are approved, the Development Office needs to work with the administrator of the Northern Virginia Campus and the appropriate schools on meeting financial needs through private giving. This will include capital support for equipment and ongoing operating support.
11. There should be an aggressive campaign to solicit support from corporations in Northern Virginia. A club or association of the GW friends should be considered in building a corporate base for support and funding. One possibility is to request members to pay a \$50,000 annual membership fee. This revenue should partly assist in the day-to-day operation of the research and educational activities. A club or an association of 100 to 150 members should generate at least \$5,000,000 per year.
12. Since GW needs to show its intention in becoming a partner in addressing the challenges facing the State of Virginia, it is important that in the next few months meetings be arranged with community colleges, universities, Center for Innovative Technology, state officials, and county administrators.
13. In a meeting with representatives from the Council of Higher Education, it was recommended that the University should

consider the expansion of its medical services and health education to the county and to develop joint educational programs with local hospitals.

14. There is an urgent need for a research center to examine transportation issues in the region and to develop solutions on how to manage high density pockets like the Northern Virginia area.

XII. SUMMARY

The quality of any strategic plan largely depends on the institution's leadership and the quality of the team responsible for actualizing the vision. The Northern Virginia Campus offers a unique opportunity for the University to extend its services in research and teaching to a community that is in need of a partnership to meet the challenges ahead. This report is an additional link in making the vision a reality.

APPENDICES

PLANNING TASK FORCE
THE NORTHERN VIRGINIA CAMPUS
THE GEORGE WASHINGTON UNIVERSITY

MEMBER	ORGANIZATION	OFFICE PHONE
Norayr Khatcheressian	Columbian College	4-8686
Ted J. Christensen	Connectivity Group TV	4-2083
Abbie O. Smith	DCE	4-7035
Michael J. Worth	Development	4-6419
Robert W. Rycroft	ESIA	4-7292
J. Roger Lyons	Facilities	4-4455
David E. Ramaker	GSAS	4-6934
Joseph Zeidner	GSAS	51-8609
James D. Foley	SEAS	4-4952
Hugh Miller	SEAS	4-1671
Carol H. Hoare	SEHD	4-3993
Michael Jackson	Medical Center	4-2995
Richard D. Donnelly	SGBA	4-7155
Robert F. Dyer	SGBA	4-6981
Shalom S. Saar	Consultant	4-0743
G. Edgar Jones	Planning Office	4-0745

Ex officio Members: Council of Deans

The Northern Virginia Campus Planning Office is located in Gelman 621.

THE NORTHERN VIRGINIA TASKFORCE
RETREAT SCHEDULE

Thursday, June 8, 1989

3:00pm	Depart GWU Campus and visit campus site enroute to Airlie.
6:30pm	Reception and dinner
7:30pm	Message from Vice President Roderick S. French
8:00pm	Purpose and objectives
8:15pm	Participant's expectations
8:30pm	Small group discussions on the mission of the Northern Virginia Campus

Friday, June 9, 1989

8:00am	Breakfast
8:45am	Team building activity
9:15am	Groups present mission statement
10:00am	Break
10:15am	Establish the mission
10:45am	Identify critical success-factors and scan the environment
12:00pm	Group reports
12:30pm	Lunch
1:00pm	Individual presentations on proposed programs and activities
3:15pm	Discussion and preliminary agreement on recommended programs
4:00pm	Criteria for success
5:30pm	Break
6:30pm	Dinner
7:45pm	Recommend program and activities by phase
9:00pm	Teams (assigned by program) identify gaps, action plan

Saturday, June 10, 1989

8:00am	Breakfast
10:00am	Teams report gaps, action plan, resources and recommendations
11:30am	The next step
12:00pm	Wrap up
12:30pm	Lunch
1:30am	Depart for GWU



THE
GEORGE
WASHINGTON
UNIVERSITY

Washington, D.C. 20052 / School of Engineering and Applied Science / Office of the Dean / (202) 994-6080

July 14, 1989

Memorandum to: Dr. Harold Liebowitz, Dean
School of Engineering and Applied Science

From: Hugh H. Miller, Senior Fellow *Hugh H. Miller*

Subject: Northern Virginia Campus and the School of
Engineering and Applied Science

As you know, I have been involved with the Northern Virginia Campus project for the last six months. - My observations and recommendations are based on several factors: (1) I have been privy to many conversations amongst the faculty and yourself concerning the subject. (2) I have been appointed a member of the President's Task Force to meet at Airlie House to draw up criteria for selection of programs and other factors. (3) I have met with Shalom Saar and discussed the NVC a number of times. Therefore, I would like to try to capture what I perceive to be the vision of the School of Engineering and Applied Science for the NVC.

1. This campus is to be a bold statement by GWU that it is creating a facility to carry out cutting-edge research and development for the metropolitan community.
2. It will be a visible symbol that the University is committed to embark on a program to best serve the needs of its constituents, namely the federal government and local and national industry in the field of engineering research.
3. The campus will be a center for scholars of the highest intellectual ability and research skills. In due time the emphasis on research excellence and instruction of the highest order will establish the University as a major contributor to education, the country's economic well being, and a fountainhead of research excellence in new technologies.
4. The nurturing of such ideals will facilitate a faculty and student body known nationally and internationally, which in turn will draw other outstanding scholars.
5. While the University and SEAS have developed good relations with a number of industrial companies, the potential for greatly enhancing this relationship will increase considerably with a campus dedicated to first class engineering research and development. Washington is becoming a second

headquarters location for many of our country's largest companies; the University has an opportunity to expand this resource base from local industry to national industry.

We believe that we have a unique opportunity to make an important impact on newly developing engineering technologies in this Center. As a first priority we should identify the two most important fields for us to undertake research, namely:

- computer science, electronics and applications, and
- manufacturing and materials.

While we recognize that the resources required to undertake good research in these fields is substantial, we believe that this problem is manageable. A Preliminary Budget which describes the phasing in of both faculty and equipment for the period 1990 through 1998 for the NVC is shown as Attachment 1. In addition, Attachment 2 illustrates an Expense and Income graph for the same period. Examples of potential funding sources are noted in Attachment 3. My own assessment of the probability of funding is noted on the Attachment.

It is important to note that organizational issues are vital to the successful operation of this campus. The management of the Center should facilitate close cooperation with its faculty and students with the Foggy Bottom Campus. Lines of authority must be clearly identified to minimize confusion. At the Airlie House Workshop there was strong consensus that University operational procedures be clarified and streamlined to optimize University administrative procedures and to facilitate close communication between the two campuses. There are several options which could be considered for the management of the campus:

1. If SEAS activities occupy most of the first building, the Center's Director could report to the Dean of SEAS.
2. Should the Center be occupied by a number of Departments throughout the University, a Director whose function it is to act as an Administrator of facilities could be appointed. Teaching and research functions would remain the responsibility of the GWU Department Chairmen.
3. Should the Center's strategic priority be primarily engineering in nature, consideration should be given to the creation of a position of Chancellor/Dean which would have overall responsibility and would report to the President. There would be considerable advantage in appointing someone with a national and international stature in engineering who has developed strong ties with industry and is recognized as a leader by the engineering community. This would considerably enhance the Center's Director to raise funds,

Dean Liebowitz
July 14, 1989
Page Three

to negotiate with corporate CEOs and Presidents, and enhance the Center's image as a major research institution.

I am prepared to offer my services to work with you and Dr. Saar in the detailed planning and implementation of the Northern Virginia Center. As you know, I was responsible for fundraising for the National Academy of Engineering and I would be pleased to assist you in raising funds for this exciting venture.

Attachments

cc: Dr. Shalom S. Saar
Associate Dean James E. Feir

NVC PROJECTED BUDGET - ASSUMPTIONS AND CONDITIONS

1. The construction of the initial 75,000⁺SF of buildings with surface parking, on campus utilities, streets, walks, landscaping, etc. will be funded by revenue bonds. The projected income to the University from the development Partnership will be pledged to the debt service of the bonds. The "partnership" return projection was prepared by GA/PARTNERS in a report to the General Partners with the following statements:

"These projections are highly illustrative. They should not be construed as being precise estimates of annual returns from the project to either the partnership or GWU."

Accordingly, at this time, the "Partnership Return" has been reserved for debt service.

2. This Projected Budget is predicated on:
 - a) An average of 15 students per class.
 - b) Tuition rate increase of 8.5% per year.
 - c) Registrations increase by 10% per year.
 - d) Expenses increase by 10% per year.
 - e) CEEP will be self supporting.
 - f) The Research Staff will be in balance with sponsored research funds (salaries and benefits at 56.5%).
 - g) All income projections are "market" driven.
3. All operations, including plant investment, will be supported by the income projections on a five (5) year basis.

NORTHERN VIRGINIA CENTER

Projected Budget

		FY (\$000)			
	89-90	90-91	91-92	92-93	93-94
I. <u>Capital/Plant Budget</u>					
A. Fund Source					
Partnership Return	1,581	3,092	1,206	1,542	1,736
B. Budget (\$15,000,000 bonds)					
Debt Service	1,397	1,397	1,397	1,397	1,397
II. <u>Annual Operations</u>					
A. <u>Fund Source</u>					
Tuition	1,515	1,799	2,132	2,522	2,972
Sponsored Research	400	600	850	1,150	1,500
B. <u>Operations Budget</u>					
Admin. & General Exp.					
Salaries & Benefits	277	305	335	369	406
General Admin. Exp.	141	155	171	187	206
CEEP	145	157	171	185	201
Instructional & Support					
SEAS	316	397	487	586	695
GSAS, SGBA, SEHD and					
Con't. Educ.	234	282	336	394	459
Research Staff & Support	400	600	850	1,150	1,500
Plant, Maint. & Ops.	295	324	357	393	432
Telecommunications	85	95	103	113	124
	1,893	2,315	2,810	3,377	4,023
Operations -					
Surplus (Deficit)	22	84	172	295	449

KDB
1/7/87

NORTHERN VIRGINIA CENTER

Extract from GA/Partners Incorporated report to general partners
dated November 7, 1986.

Returns to GWU (in \$000)	<u>1986</u> 0.0	<u>1987</u> 533.4	<u>1988</u> 0.0	<u>1989</u> 1,047.6	<u>1990</u> 3,091.8
	<u>1991</u> 1,206.1	<u>1992</u> 1,542.3	<u>1993</u> 1,736.3	<u>1994</u> 2,008.6	<u>1995</u> 2,738.7
	<u>1996</u> 2,833.1	<u>1997</u> 3,579.1	<u>1998</u> 3,892.8	<u>1999</u> 4,746.2	<u>2000</u> 5,054.0
	<u>2001</u> 6,730.5	<u>2002</u> 6,630.6	<u>2003</u> 6,910.8	<u>2004</u> 7,737.8	<u>2005</u> 8,150.7
	<u>2006</u> 8,776.4	<u>2007</u> 9,824.7	<u>2008</u> 9,660.7	<u>2009</u> 8,614.0	<u>2010</u> 7,944.5
	<u>2011</u> 8,186.2				

"THESE PROJECTIONS ARE HIGHLY ILLUSTRATIVE. THEY SHOULD NOT BE CONSTRUED AS BEING PRECISE ESTIMATES OF ANNUAL RETURNS FROM THE PROJECT TO EITHER THE PARTNERSHIP OR GWU."